



OLT 578 Instructional Design & Development

COURSE SYLLABUS: Summer 2022

Please, click on the following link to access A&M-Commerce Covid 19 Information,
<https://new.tamuc.edu/coronavirus/>

INSTRUCTOR INFORMATION

Instructor: Karen M. Lackey, Ph.D.

Office Location: Virtual

Office Hours: As needed

University Email Address: Karen.Lackey@tamuc.edu

Best method of contact: The best way to contact me is via email. I will respond to all emails within 48 hours (unless it is the weekend or holiday). All emails received after 12:00 noon (CST) on Thursdays, will receive a response on the following Monday.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Richey, R. C., Klein, J. D., & Tracey, M. W. (2011). *The instructional design knowledge base: Theory, research, and practice*. New York: Routledge.

Course Description

Students will utilize a systems approach to design and develop instruction. The four phases of instructional design, analysis, design, development, and evaluation, (ADDIE) are examined.

The syllabus/schedule are subject to change.

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. The learner will describe and define instruction and instructional design and demonstrate that knowledge by:
 - Designing an instructional product utilizing the steps of an instructional design model.
 - Preparing and conducting a needs assessment, learner analysis, context analysis, and instructional analysis
 - Developing performance objectives, learning outcomes, assessment instruments, instructional strategies, instructional materials and evaluation methods
2. The learner will collect and organize all design notes via electronic journaling.
3. The learner will conduct ongoing peer evaluation and provide constructive feedback to other instructional designs (both in progress and finalized) within his/her learning community and/or instructional design partner.

COURSE REQUIREMENTS

Instructional Methods

Instructional Methods / Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. The primary project for the course is the Instructional Design Document and accompanying eJournal. Each week you will work on various combinations of readings, discussions, journal entries, peer reviews, and research. To succeed in this course, regular logins and timely submission of all assignments is required. In addition, you are expected to regularly interact with your peers during all discussion and peer review activities.

Instructional Design Document – 30%

Following the ADDIE model of Instructional Systems Design, you will create an instructional design document. You'll only complete the first two phases of the ADDIE process: Analysis and Design. However, you'll include planning for the Development, Implementation, and Evaluation phases of the process in your design document. You'll submit drafts of the design document for peer review in Weeks 4 and 6 of the course. Submitting your document for peer review and providing feedback to others on their documents is a required activity in the course.

Instructional Design eJournal – 25%

While the Instructional Design Document represents a finished product detailing the components of your instructional design, the ID eJournal will document the thinking behind your final documents (rationales, alternatives, implications, etc.). Each week you'll complete an eJournal entry, which will guide you through the analysis and design of your project. Although weekly readings and discussion will help guide your thinking about key analysis and design concepts, in

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your eJournal entries, you will connect the concepts and theories from readings to your specific design project.

Reading Discussions – 30%

Engaging in dialogue with other students to discover critical issues and questions related to the course topic is a critical component of this course. Discussions typically relate to assigned readings in the textbook or provided through supplemental course resources. It is imperative that you complete the readings on time, so that you can participate in the discussions. A typical discussion requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts and/or replies. Initial posts are typically due by Thursday each week and replies are due by Saturday (except in the last week of the course). Prompts will be available well in advance of the deadline; please post on time so that others may reply to your post. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. ***Be advised: There's no grace on the grace period.***

Peer Reviews – 15%

Instructional design and technology professionals rarely work in isolation and are responsible for getting feedback on their work throughout the instructional design process. Thus, giving and getting thoughtful feedback are vital skills to learn and practice. Peer reviews of the Instructional Design Document will take place twice this semester: in Weeks 5 and 7. Neglecting to make your Design Document available for peer review and/or failing to provide meaningful feedback to peers by the due dates seriously impedes your classmates' workflow.

ETEC ePORTFOLIO

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program ***and*** the MS/MEd degree in Educational Technology Library Science (ETLS) are now required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, or to those pursuing only the School Library Certification who have already earned a master's degree.

Many courses in ETEC and LIS programs have identified artifact(s) that should be included in the ePortfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to *collect* artifacts throughout the course and appropriately *select* which artifacts to include in the ePortfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC master's degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC master's degree, the student should include artifacts from those courses in their ETEC ePortfolio.

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For **ETEC 579**, the required artifacts are all three components of the **Technology Grant Proposal Project**: Purpose Statement, Proposal Brief, and Multimedia Presentation

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact MaryJo.Dondlinger@tamuc.edu for more information about the program's portfolio requirement.

Student Responsibilities or Tips for Success in the Course

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Weights of the assessments in the calculation of the final letter grade:

Instructional Design Document	30%
Instructional Design eJournal	25%
Reading & Discussions	30%
Peer Reviews	15%
TOTAL	100%

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, "students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

Other Support Options

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

The instructor is available via a variety of avenues. If you have a general question about the syllabus, class content, or anything that you would typically ask aloud in a traditional classroom environment, please do so in the Q&A Forum so that others might benefit from and participate in the exchange. If it's not something of general interest to others in the course, or involves personal concerns (i.e. grades, progress, etc.), send to me via private e-mail. I check my TAMUC email daily during the week; emails sent via D2L go to this address. You may also call or text me using [Microsoft Teams](#) or You See U-Virtual Classroom.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Scholarly Expectations

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Additionally, educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Timeliness

Because a 7-week term goes by quickly, assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Some assignments involve peer review, and this involves posting the assignment prior to or by the submission date for review by classmates. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. Also plan ahead if there is a chance you might lose power, Internet access, or your available technology. Get in the habit of backing up all your work locally and to the cloud.

Time Commitment

In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class that lasts 15 weeks. This applies to online and web-enhanced courses just as it does to a traditional course. The activities in this course are based on a 7-week instruction schedule, which cuts the number of weeks in half, thereby doubling the weekly time expectation. An understanding of this expectation can help serve as a gauge for you of how much time you will need to allow for and devote to each course.

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Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the [Rules of Netiquette](#) for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 7-week schedule, we'll be completing the full-semester equivalent of 2-weeks of work each week. If you typically have more time for your class work on the weekend, look ahead and try to accomplish some of the work coming up in the first half of the week rather than falling behind by completing it the following weekend. The course calendar is under revision and will be e-mailed to registered students prior to the start of class.

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